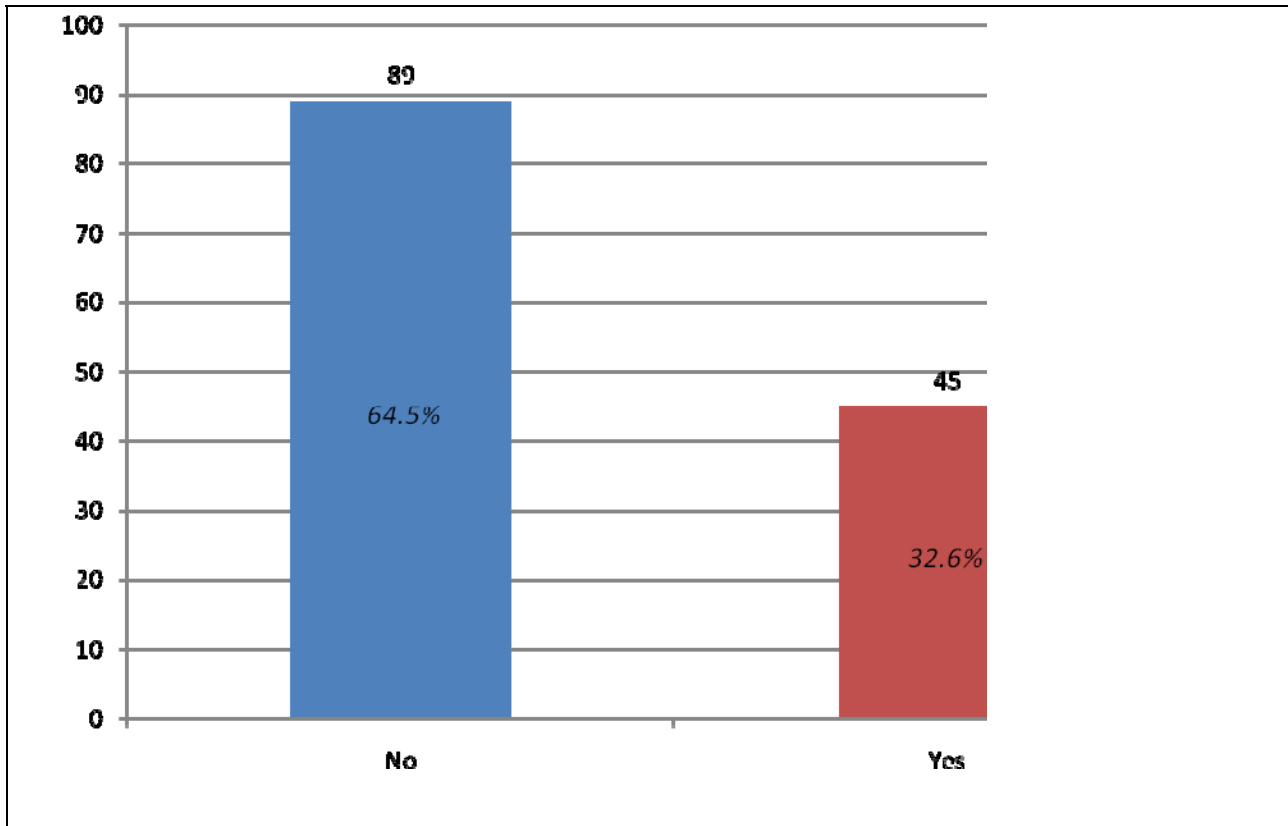


Part 1: Out of the respondents who have seen a counselor or educational advisor in the career/transfer center (N=138), what services have they utilized in the Career/Transfer Center?

9 a.

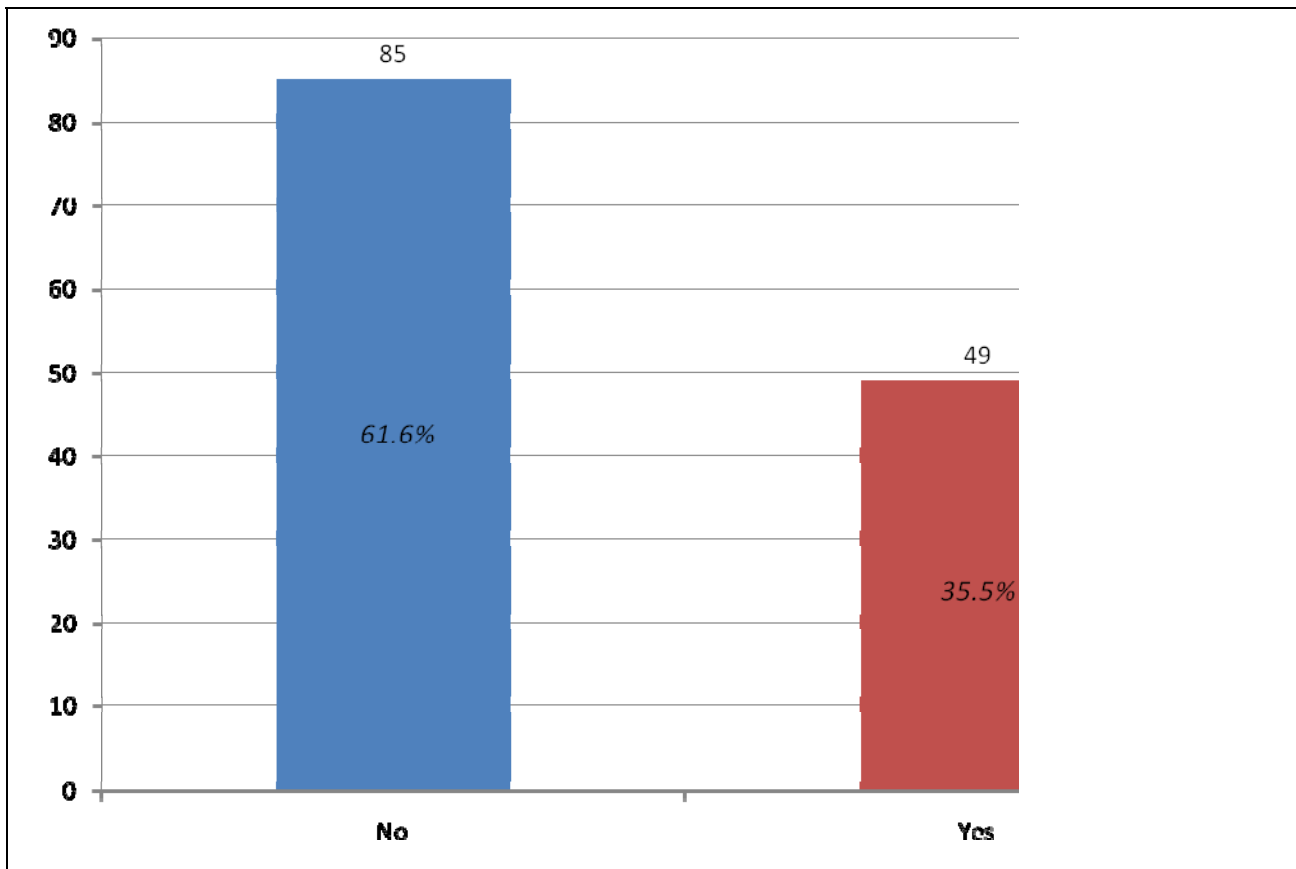
Catalog/Reference Material Services Utilized in the Career/Transfer Center



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, 32.6% indicated that they have utilized catalog/reference material services.

9 b.

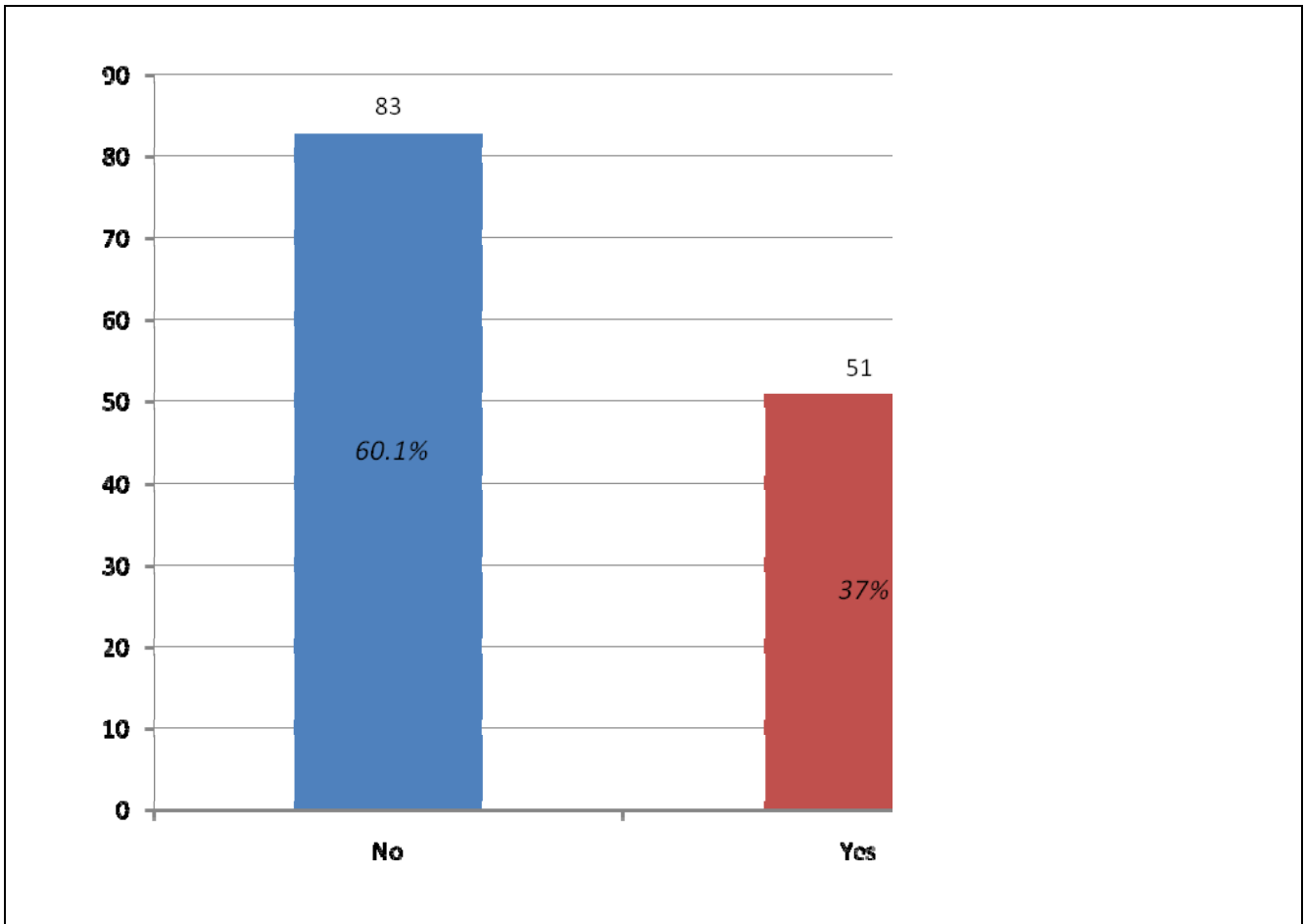
Computerized Career Information and Transfer Research Services Utilized in the Career/Transfer Center



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, 35.5% indicated that they have utilized computerized career information and transfer research services.

9 c.

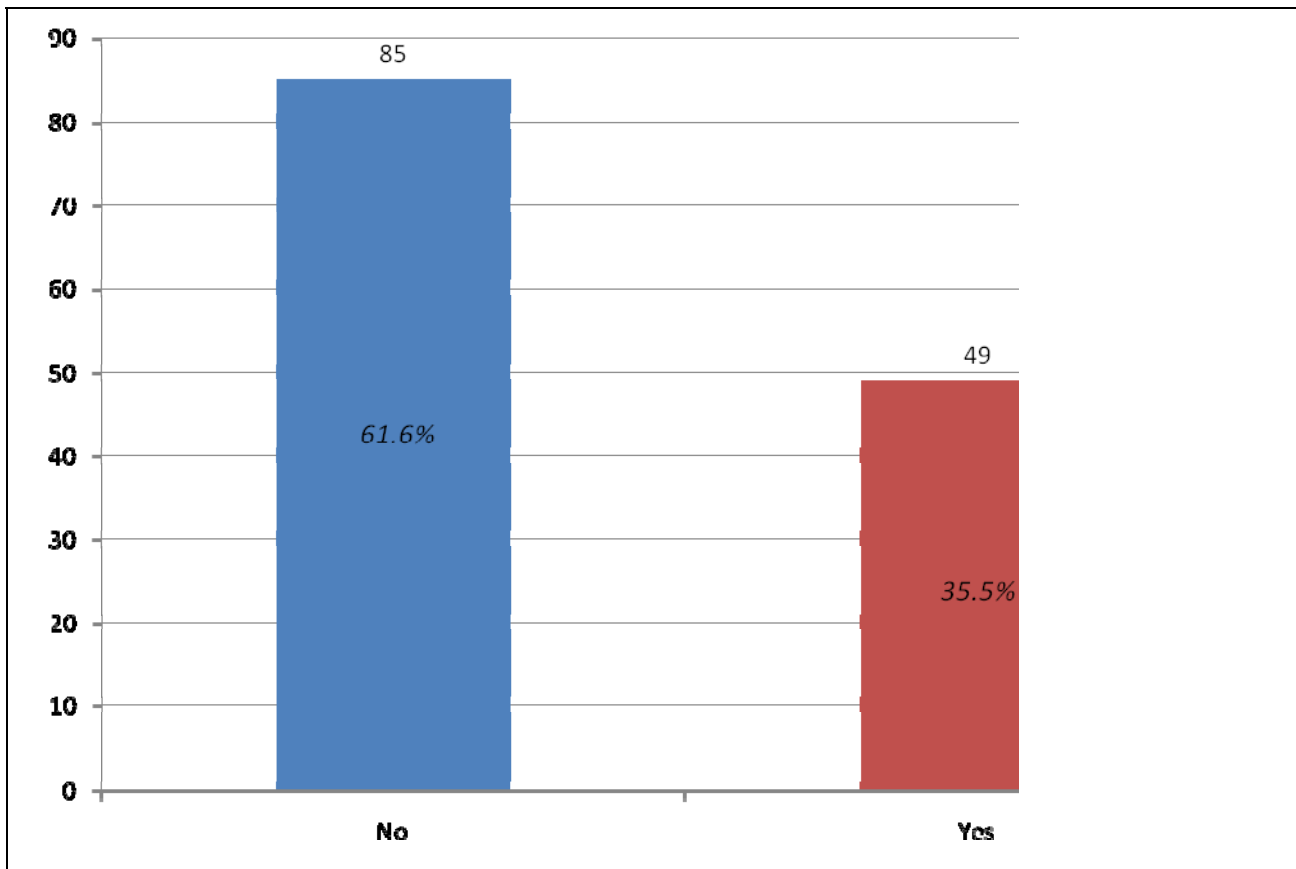
Transfer Fair Services Utilized in the Career/Transfer Center



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, 37% indicated that they have utilized transfer fair services.

9 d.

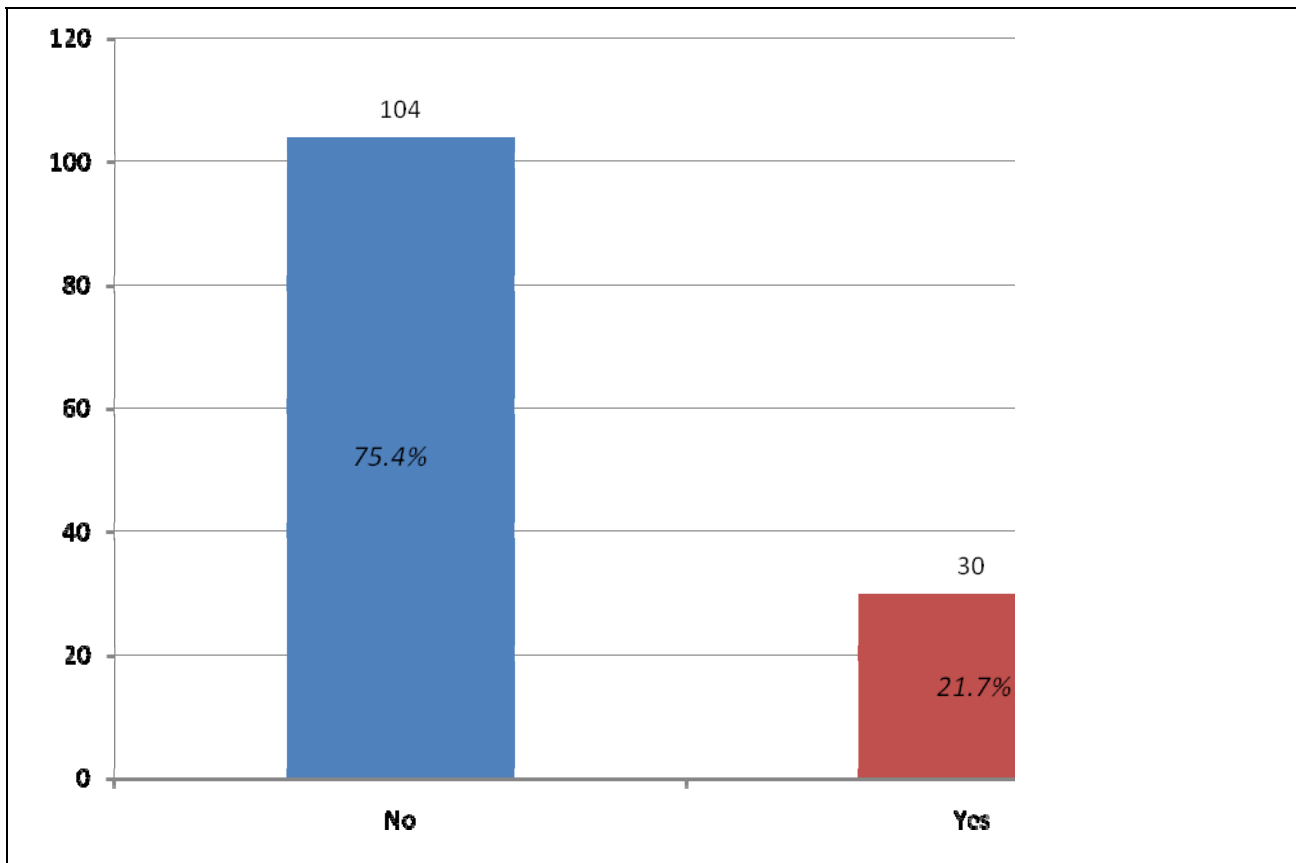
College Representative Appointment Services Utilized in the Career/Transfer Center



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, 35.5% indicated that they have utilized college representative appointment services.

9 e.

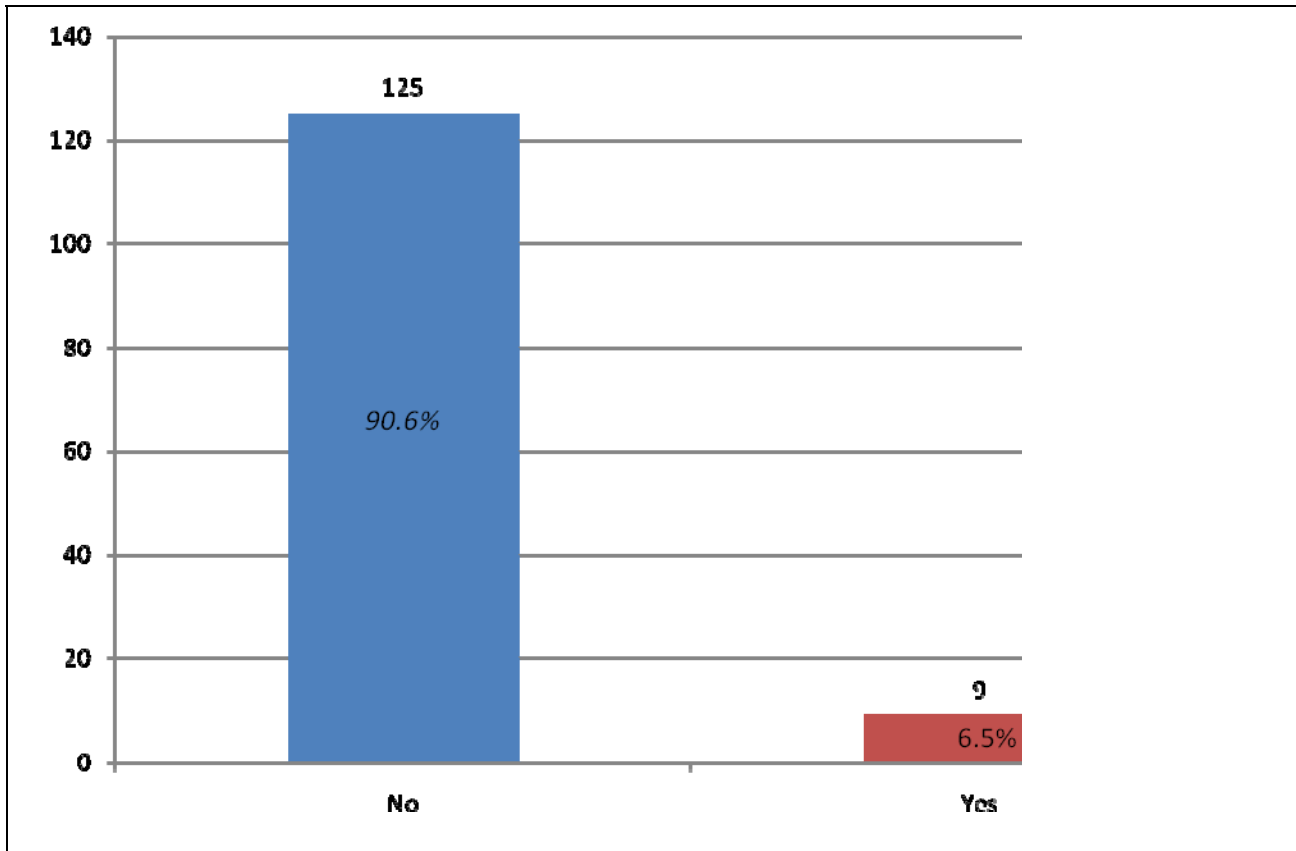
Transfer/Career Awareness Workshops Services Utilized in the Career/Transfer Center



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, about 21% indicated that they have utilized transfer/career awareness workshops services.

9 f.

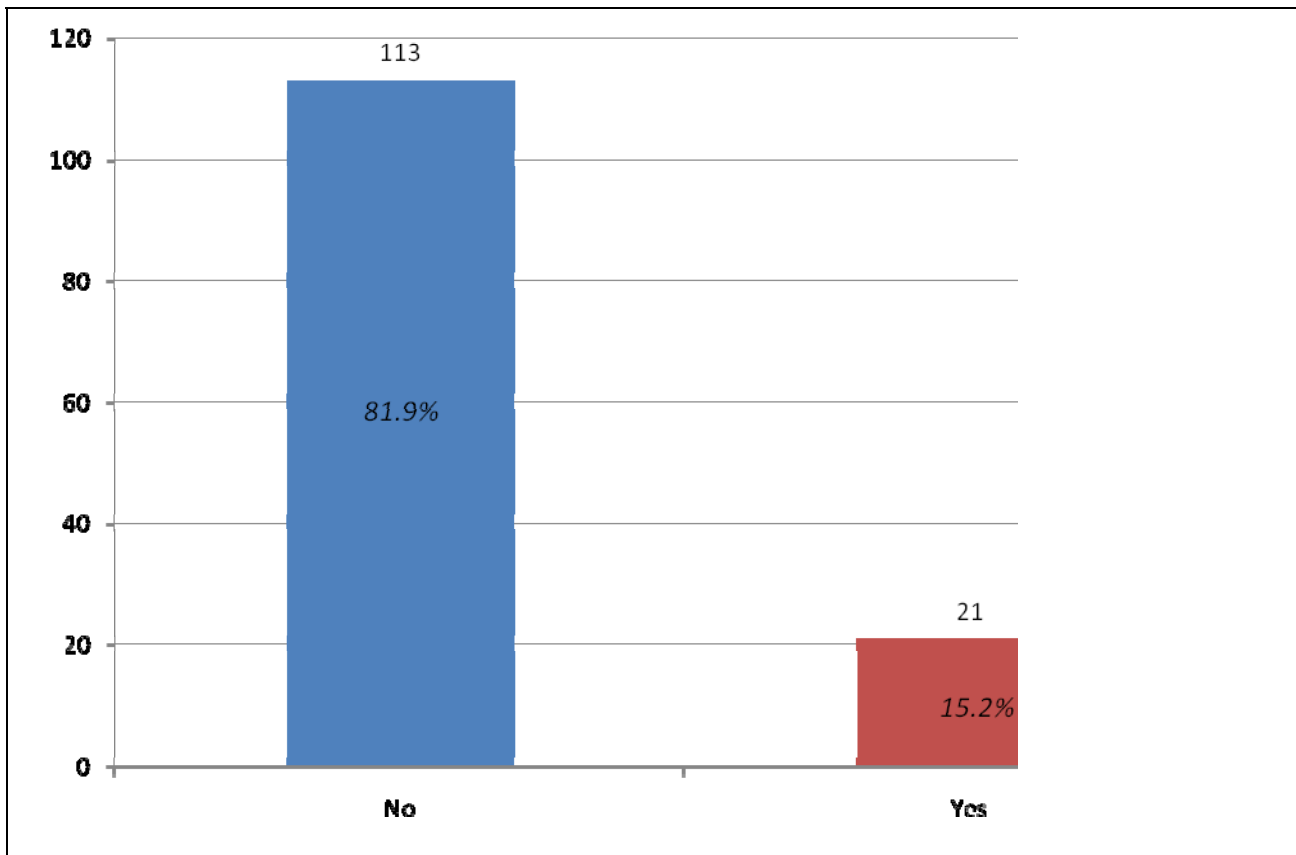
University Tour Services Utilized in the Career/Transfer Center



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, only 6.5% indicated that they have utilized university tour services.

9 g.

No Services Utilized in the Career/Transfer Center (Does not apply)

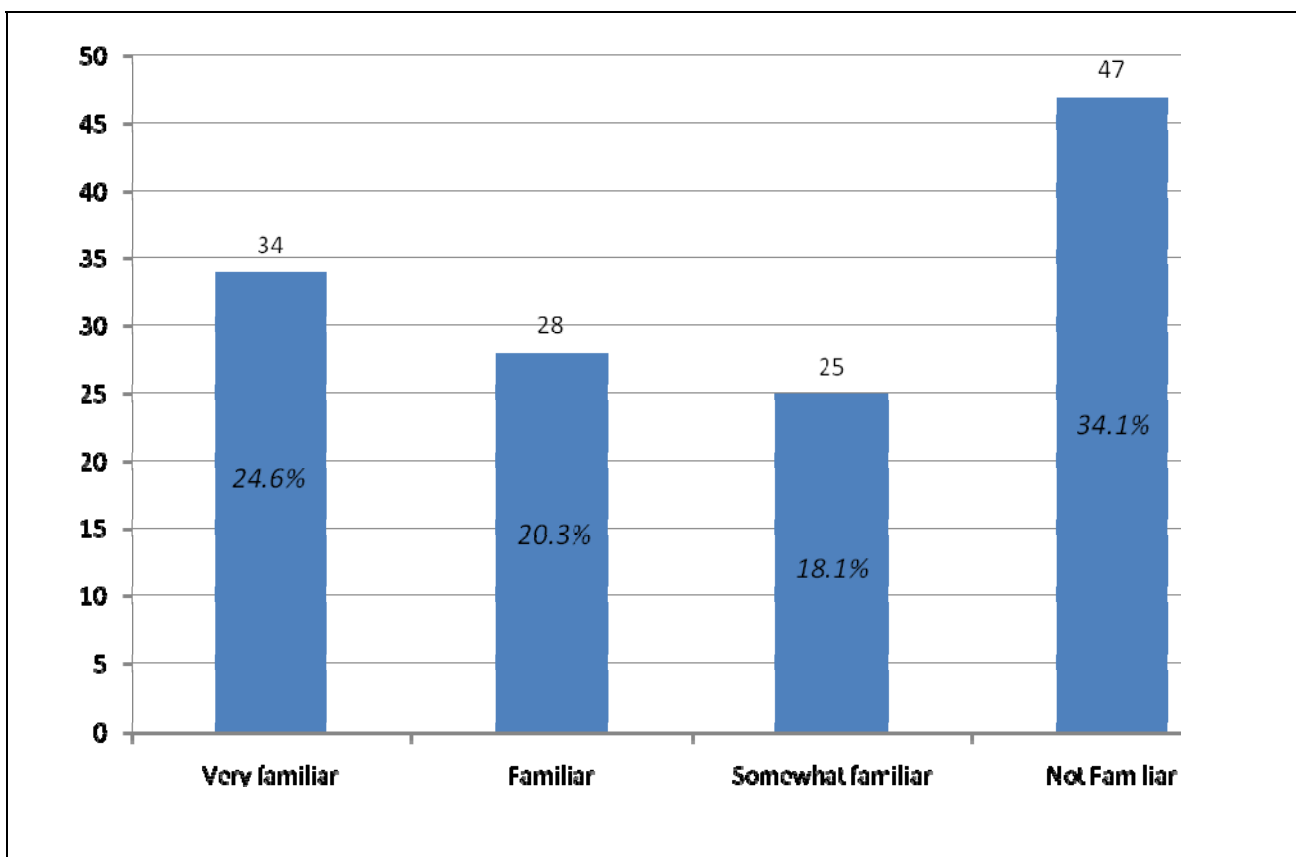


Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, 15.2% indicated that they have not utilized any services listed in the questionnaire.

Part 2: Out of the respondents who have seen a counselor or educational advisor in the career/transfer center (N=138), what transfer related websites are they familiar using?

10 a.

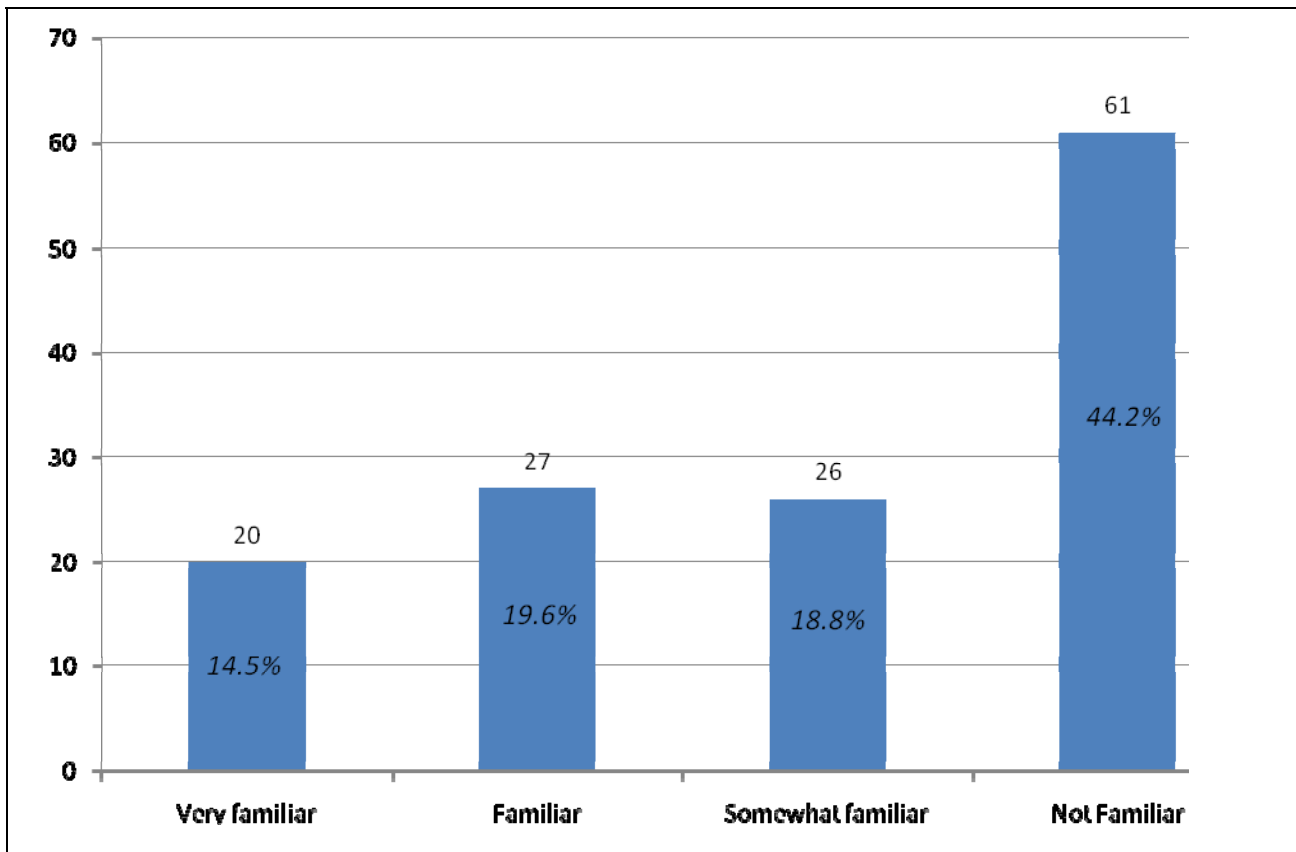
How Familiar Students Felt Using www.assist.org Student-Transfer Information System



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, about 45% indicated that they were very familiar or familiar with www.assist.org Student-Transfer Information System and about 34% indicated that they were not familiar with it.

10 b.

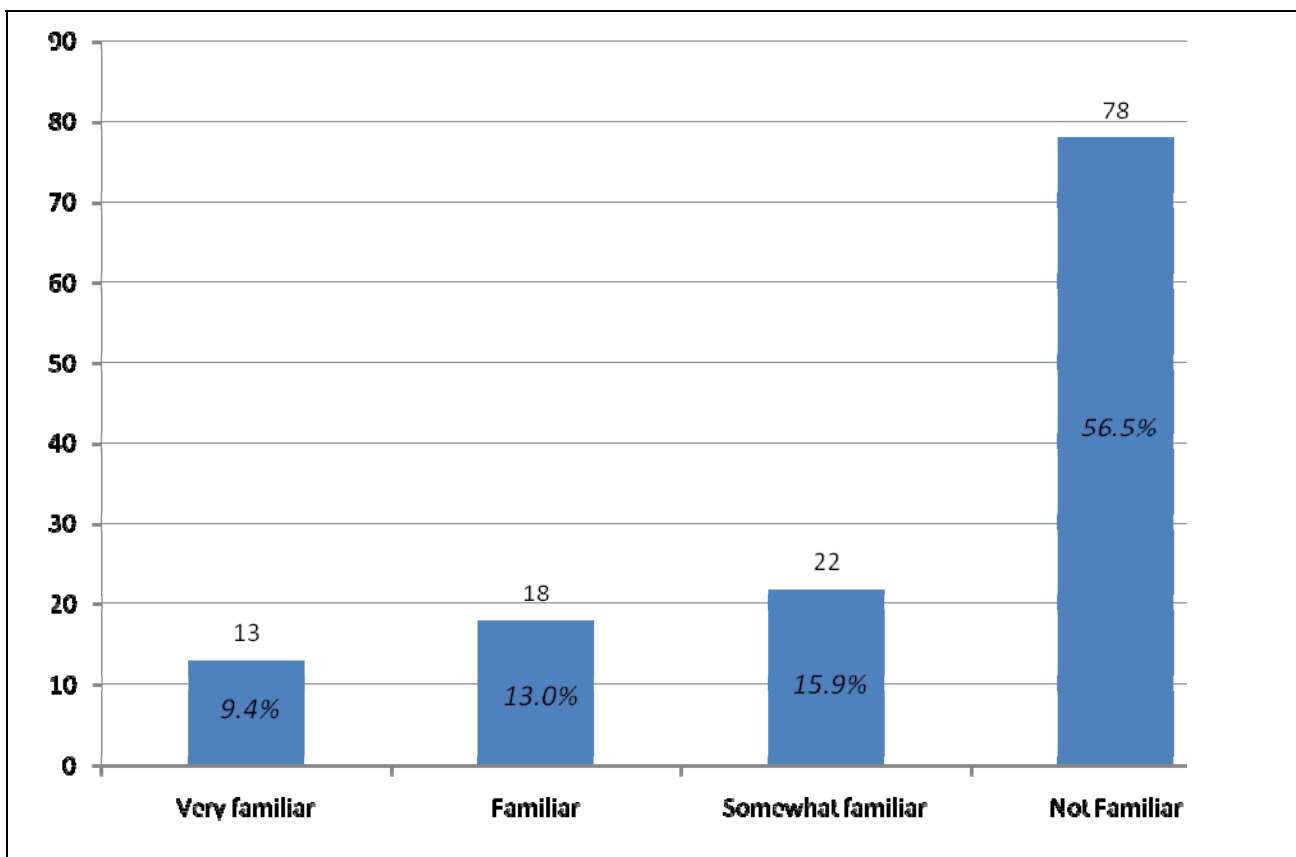
How Familiar Students Felt Using www.collegesource.org library of college catalogs



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, about 34% indicated that they were very familiar or familiar with www.collegesource.org library of college catalogs and about 44% indicated that they were not familiar with it.

10 c.

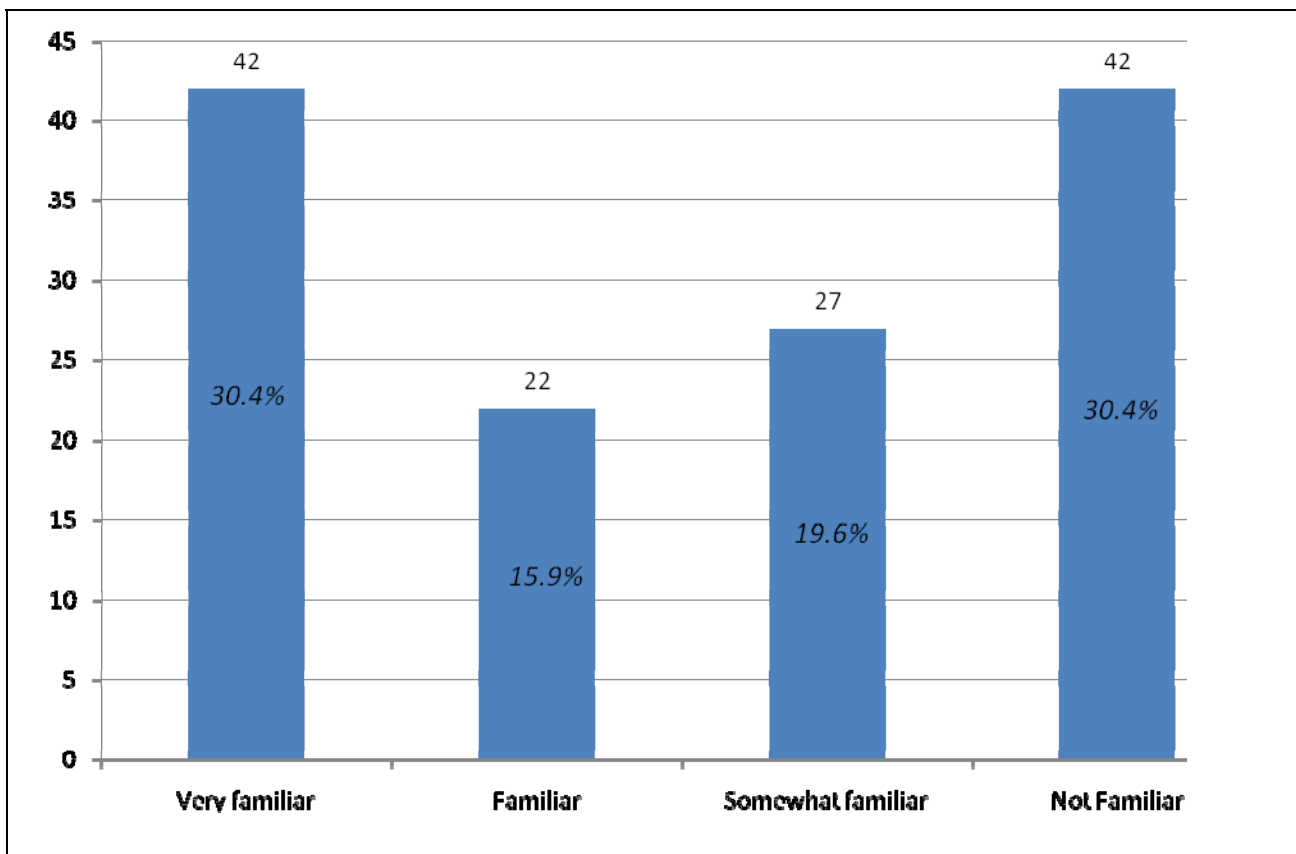
How Familiar Students Felt Using www.uctransfer.org UC transfer preparation paths and TAG agreements



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, only 22.4% indicated that they were very familiar or familiar with www.uctransfer.org UC transfer preparation paths and TAG agreements and 56.5% indicated that they were not familiar with it.

10 d.

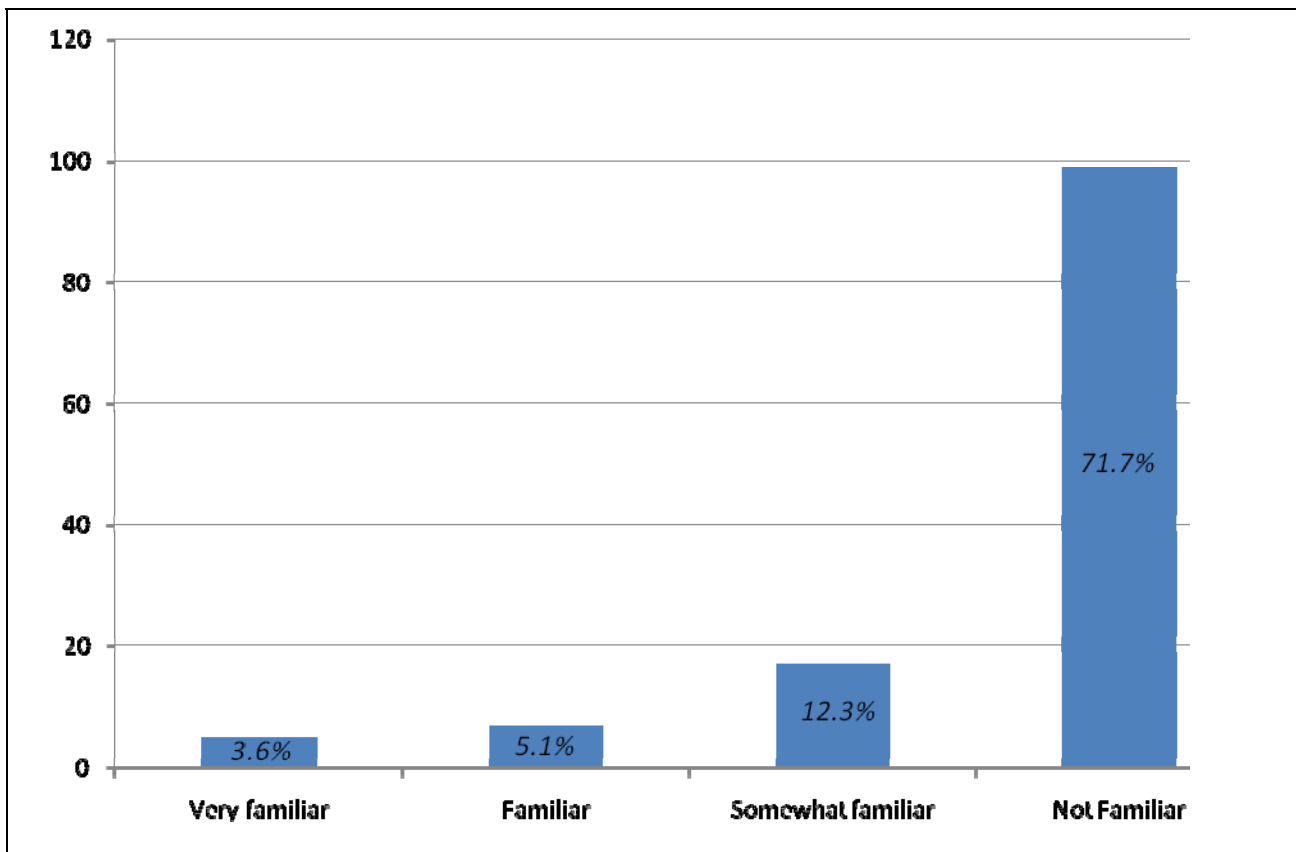
How Familiar Students Felt Using www.csumentor.org mega site for California State University (CSU)



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, about 46% indicated that they were very familiar or familiar with www.csumentor.org mega site for California State University (CSU) and about 30% indicated that they were not familiar with it.

10 e.

How Familiar Students Felt Using www.ucop.edu/pathways/ mega site for University of California (UC)

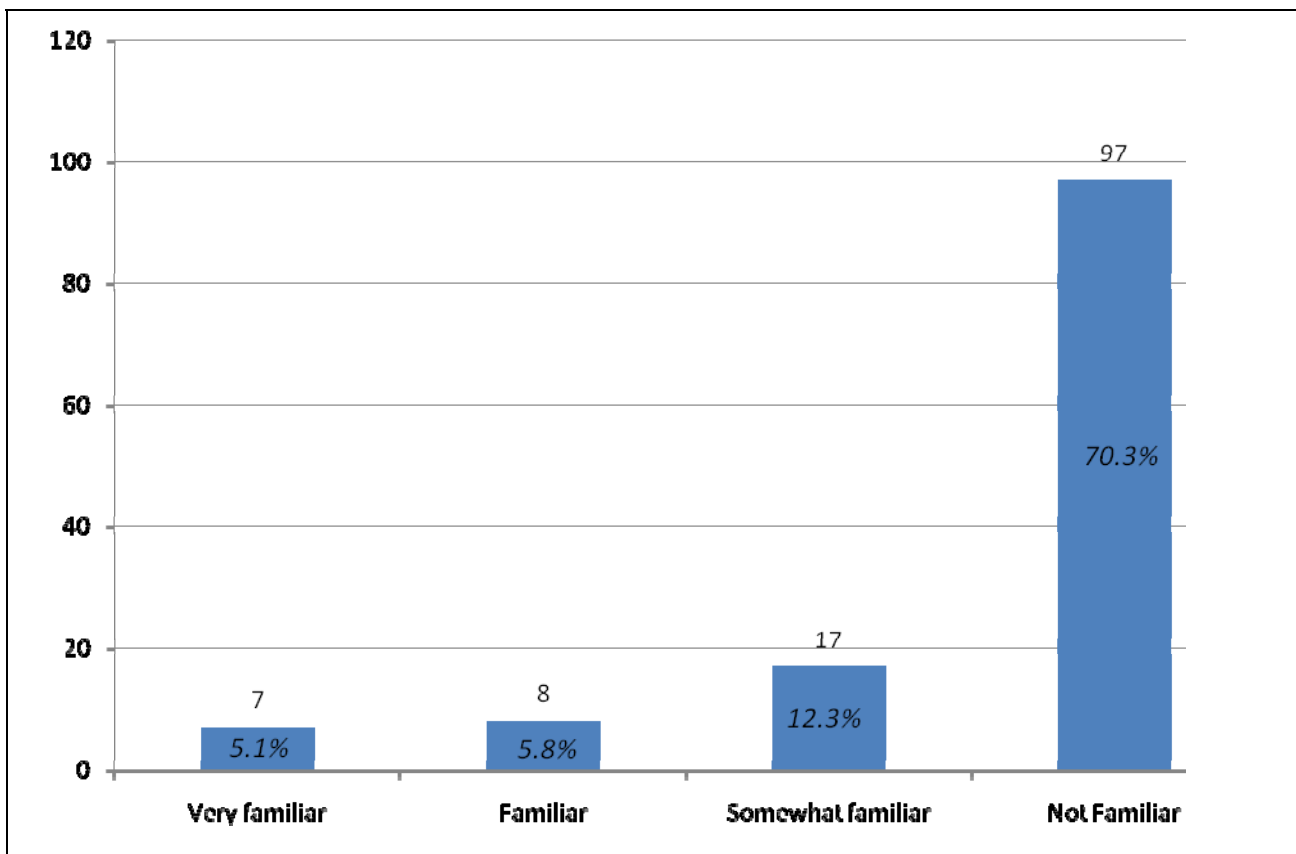


Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, only 8.7% indicated that they were very familiar or familiar with www.ucop.edu/pathways/

mega site for University of California (UC) and about 71% indicated that they were not familiar with it.

10 f.

How Familiar Students Felt Using <http://www.aiccu.edu/> Association of Independent California Colleges and Universities

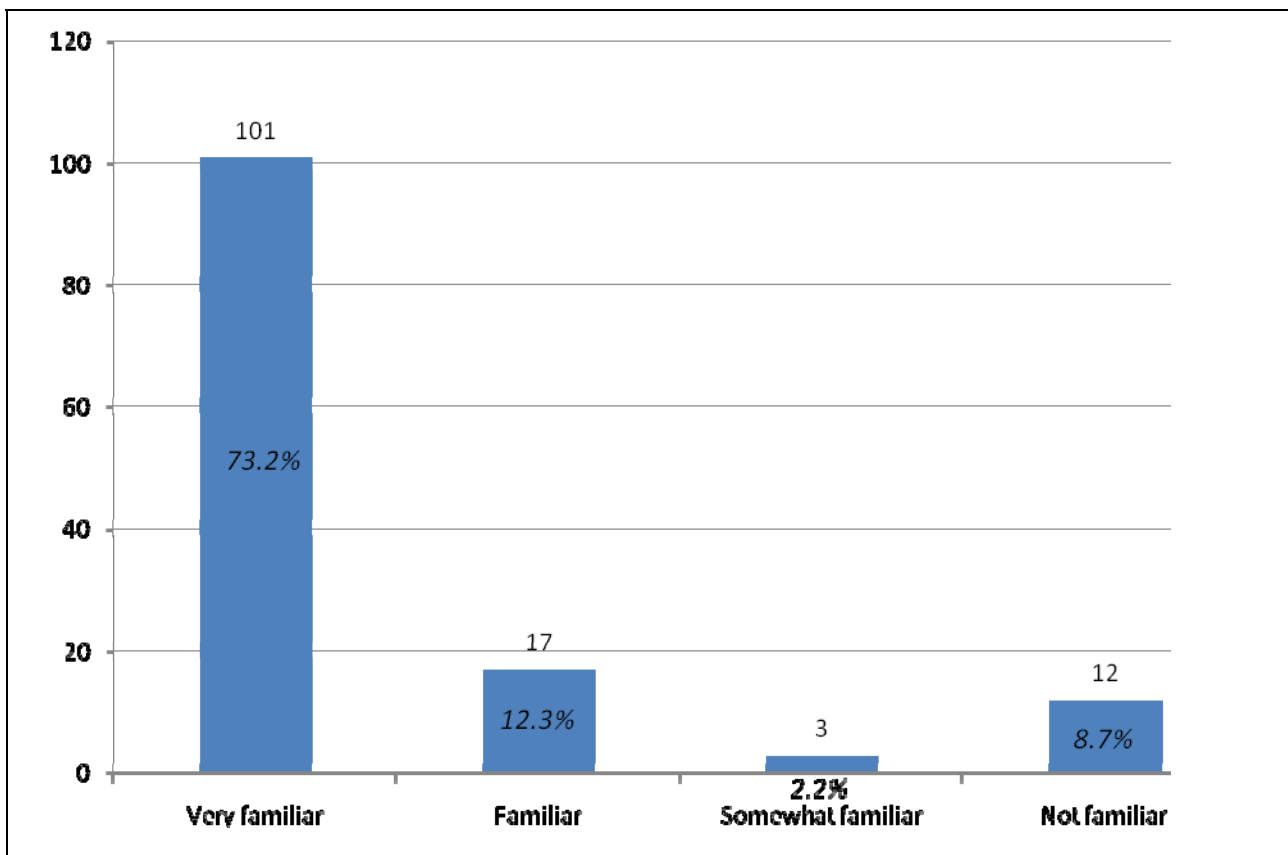


Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, only 10.9% indicated that they were very familiar or familiar with <http://www.aiccu.edu/>

Association of Independent California Colleges and Universities and about 70% indicated that they were not familiar with it.

10 g.

How Familiar Students Felt Using www.citruscollege.edu Citrus College web related links



Out of the respondents who have seen a Counselor or Educational Advisor in the Career/Transfer Center, about 85% indicated that they were very familiar or familiar with www.citruscollege.edu Citrus College web related links and only 8.7% indicated that they were not familiar with it.

Part 3: Is there any correlation between the frequency of seeing a counselor/educational advisor, the number of services utilized in the career/transfer center, and the level of familiarity using transfer related websites?

- Correlations between the frequency of seeing a counselor or educational advisor in the career/transfer center and the level of familiarity using transfer related websites:

Correlations

			Q8	Q10a	Q10b	Q10c	Q10d	Q10e	Q10f	Q10g
Kendall's tau_b	Q8	Correlation	1.000	.257**	.130	.102	.262**	.059	.137	.089
		Coefficient								
		Sig. (2-tailed)	.	.000	.055	.142	.000	.413	.056	.205
		N	163	154	154	151	153	147	149	155
Spearman's rho	Q8	Correlation	1.000	.303**	.155	.120	.314**	.068	.156	.103
		Coefficient								
		Sig. (2-tailed)	.	.000	.055	.144	.000	.413	.057	.201
		N	163	154	154	151	153	147	149	155

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Conclusion: Two non-parametric correlation tests (Kendall's tau_b and Spearman's rho) was conducted to assess the correlations between the frequency of seeing a counselor or educational advisor in the career/transfer center (Q8) and the level of familiarity using transfer related websites (Q10a-g). Non-parametric measures of correlations are commonly used to assess the correlations where the variables are not interval level data. In this case, both Q8 and Q10a-g are ordinal level data (both the frequency a student went to see a counselor or educational advisor and the level of familiarity students felt using the websites are rank-ordered). Judging by the results, both Kendall's tau_b and Spearman's rho tests show that **there is a positive correlation between the frequency of seeing a counselor or educational advisor in the career/transfer center (Q8) and the level of familiarity using two transfer related websites: www.assist.org Student-Transfer Information System (Q10a) and www.csumentor.org mega site for California State University (CSU)(Q10d)**. For other transfer related websites though, there is no significant correlation existed between the frequency of seeing a counselor or educational advisor in the career/transfer center (Q8) and the level of familiarity using transfer related websites.

- Correlations between the number of services utilized in the career/transfer center (Freq_Q9) and the level of familiarity students felt using transfer related websites (Q10a-g):

Correlations

		Freq_Q9	Q10a	Q10b	Q10c	Q10d	Q10e	Q10f	Q10g
Kendall's tau_b	Freq_Q9 Correlation Coefficient	1.000	.365**	.182**	.209**	.217**	.105	.161*	.192**
	Sig. (2-tailed)	.	.000	.008	.003	.001	.155	.027	.008
	N	155	149	149	146	148	142	144	149
Spearman's rho	Freq_Q9 Correlation Coefficient	1.000	.432**	.220**	.245**	.265**	.121	.185*	.221**
	Sig. (2-tailed)	.	.000	.007	.003	.001	.152	.026	.007
	N	155	149	149	146	148	142	144	149

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Conclusion: Similarly, two non-parametric correlation tests (Kendall's tau_b and Spearman's rho) were also conducted to assess the correlations between the number of services utilized in the career/transfer center (Freq_Q9) and the level of familiarity students felt using transfer related websites (Q10a-g). In this case, Freq_Q9 is a count variable of the number of services a student utilized in the career/transfer center and Q10a-g is the rank-ordered level of familiarity students felt using the websites. **Both Kendall's tau_b and Spearman's rho tests show that there is a significant positive correlation between the number of services utilized in the career/transfer center (Freq_Q9) and the level of familiarity students felt using all the transfer related websites except the www.ucop.edu/pathways/ mega site for University of California (UC).** Therefore, the number of services a student utilized in the career/transfer center is likely to have an impact on the level of familiarity students felt using the transfer related websites.

- Correlation between the frequency of seeing a counselor or educational advisor in the career/transfer center (Q8) and the type of services utilized in the career/transfer center (Freq_Q9):

Correlations			Q8	Freq_Q9
Kendall's tau_b	Q8	Correlation Coefficient	1.000	.389**
		Sig. (2-tailed)	.	.000
		N	163	154
Freq_Q9	Q8	Correlation Coefficient	.389**	1.000
		Sig. (2-tailed)	.000	.
		N	154	155
Spearman's rho	Q8	Correlation Coefficient	1.000	.452**
		Sig. (2-tailed)	.	.000
		N	163	154

Freq_Q9	Correlation Coefficient	.452**	1.000
	Sig. (2-tailed)	.000	.
	N	154	155

** . Correlation is significant at the 0.01 level (2-tailed).

Conclusion: the correlation between the frequency of seeing a counselor or educational advisor in the career/transfer center (Q8) and the number of services students utilized in the career/transfer center (Freq_Q9) is **statistically significant. It means that the more often a student goes to see a counselor or educational advisor in the career/transfer center, the more type of services students will utilize in the career/transfer center.**

Therefore, a general conclusion drawn from the three correlation results is that utilizing more types of services in the career/transfer center has a greater impact on the level of familiarity students felt using transfer related websites than the high frequency of seeing a counselor or educational advisor. However, because there is also a positive correlation between the frequency of seeing a counselor or educational advisor and the number of services students utilized, it is not surprised that the students who have seen a counselor or educational advisor more frequently have a better chance to utilize more services offered in the career/transfer center. Thus, encouraging students to see a counselor or educational advisor more frequently and fostering them to utilize as many types of services as possible while they visit the Career/Transfer Center will likely familiarize students with transfer related websites listed in Question 10.

Notes:

1. Out of the 170 students who have taken the survey, 15 didn't offer any answer for Question 9. Therefore, they were counted as missing values. The data were re-coded to 1 (yes), 0 (no), and missing; at the same time, of the students who answered "Does not apply", only 1 also chose another category. In this case, the student with id 552 has selected both "Does not apply" and "Catalog/reference material" in his/her answer. Since there is only one such case, the student was kept in the data analysis.
2. To answer the questions in Part 3, question 8 were re-coded as: 0 (no), 1 (1 time), 2 (2 or 3 time and yes), 3 (4 or 5 times), 4 (6 or more times). More specifically, imputation was done for the students who answered "yes" only by replacing them with "2 or 3 times" (the average). The name of the recoded data file is:
Counseling_Survey_2008_V2_Q8_9_10_Recode.sav.

3. To answer the questions in Part 3, the frequency of seeing a counselor/educational advisor is a count variable of all the services the students have utilized in the career/transfer center. For example, if a student has chosen both “catalog/reference material” and “Transfer fair”, then his/her frequency of using the services is 2.
4. Similarly, to answer the questions in Part 3, reverse coding was done for answers to Question 10 because previously the higher the number the less familiar the students felt with the websites. The re-coding is: 1 (not familiar), 2 (somewhat familiar), 3 (familiar), and 4 (very familiar). At the same time, there is a student with id 443 has selected both “familiar” and “not familiar” in his/her answer for Question 10g about familiarity using “www.citruscollege.edu Citrus College web related links”. To conduct the analysis, his/her answer was coded to “somewhat familiar” (the average of his/her answers).